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ABSTRACT

This handbook presents an overview of the New York State Testing Program as well as specific information on the Regents Examinations, Regents Scholarship and College Qualification Test, the Optional High School Achievement Examinations, Basic Competency Tests, New York State Standardized Tests, the Pupil Evaluation Program, Continuing Education Tests, and the High School Equivalency Testing Program. Regents examinations help maintain the high academic standards which New York State high schools provide for pupils with average and above average skills. Statewide Achievement Examinations provide schools with flexible instruments for measuring and certifying the achievement of high school pupils whose abilities, interests, and goals differ from those of pupils in courses leading to Regents examinations. Standardized tests give elementary, intermediate, and junior high schools the means to monitor both pupil achievement and program effectiveness in important skill and subject areas . Optional high school achievement and occupational education tests emphasize to teachers and schools important goals and standards in subjects not covered by Regents and Statewide Achievement Examinations. (MV)

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Handbook on

Examinations

Elementary, Secondary and Continuing Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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THE STATE EDUCATION DEPARTMENT
The Division of Educational Testing
Albany, 1976

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OVERVIEW OF THE STATE TESTING PROGRAM

In New York State, Department-prepared examinations are an integral and inseparable part of the elementary and secondary school curriculum. Regents examinations help maintain the high academic standards which New York State high schools provide for pupils with average and above average skills and abilities. Statewide Achievement Examinations provide schools with flexible instruments for measuring and certifying the achievement of high school pupils whose abilities, interests, and goals differ from those of pupils in courses leading to Regents examinations. Standardized tests give elementary, intermediate, and junior high schools the means of monitoring both pupil achievement and program effectiveness in important skill and subject areas at several different grade levels. Optional high school achievement and occupational education tests emphasize to teachers and schools the important goals and standards in subjects not covered by Regents and Statewide Achievement Examinations.

The Regents Scholarship and College Qualification Test is the sole basis for selecting able high school students for Regents scholarship awards. Taken by most college-bound high school seniors, this examination also provides high school guidance and college admission personnel with information about pupil potential and chances of success in various academic college programs.

Continuing Education examinations and the High School Equivalency Examination Program are designed specifically for New York State adult residents. Depending on the purpose, these tests serve as diagnostic devices for determining the exact educational needs of nonhigh school graduates and charting their progress in continuing education programs or as standards of educational proficiency and job competence.

On the premise that good examinations foster good teaching and learning, all Department examinations are prepared according to proven test development principles. Item writers are carefully trained, examination specifications are prepared in terms of instructional goals, and as many questions as possible are pretested to determine their suitability for accomplishing the test purposes. In addition, emphasis is placed on preparing examinations which measure

abilities to analyze, compare, evaluate, and solve problems rather than to recall information learned by rote.

The scores obtained from good examinations are of little value, however, unless properly interpreted and used. The Department, therefore, provides test advisory and consulting service whereby schools are given assistance in using the results of Department examinations and commercially prepared standardized tests. The Department also issues publications on the construction of tests and assists school administrators individually by correspondence, phone calls, field visits and by offering consultative help at State, regional, and local educational conferences and meetings.

Also part of the total State Testing Program, but not included in this handbook which is intended primarily for use by school administrators, are war service and medical-dental-osteopathy scholarship examinations, professional licensing examinations, and college proficiency examinations.

The war service and medical-dental-osteopathy scholarship examinations, administered by the Bureau of Higher and Professional Educational Testing, are a means by which academically able adults can obtain financial assistance for undergraduate, graduate, and professional school programs. Professional licensing examinations are administered under the direction of the Office of the Associate Commissioner for the Professions. Boards of Examiners use the scores on these examinations to determine the eligibility of candidates applying for licenses to practice their profession in New York State. College proficiency examinations, administered by the Bureau of Independent Study, Assessment and Testing, enable individuals to obtain full credit for a college course without formal enrollment in the course, provided they demonstrate on an appropriate examination a proficiency comparable to that of college students taking and passing the course. Information about these examinations may be obtained from the State Education Department by writing to the unit directly responsible for the program in which the examinations are used.

1. REGENTS EXAMINATIONS

Regents examinations are end-of-course or comprehensive achievement tests based on State courses of study for use in grades 9–12. Prepared by teacher examination committees and Department subject and testing specialists, they provide an effective basis for evaluating the quality of instruction and learning. By interpreting major curricular objectives in terms of performance on specific behavioral tasks, Regents examinations offer both teachers and pupils a guide to important understandings, skills, and concepts and an objective standard for assessing progress achieved.

General Information

Examination Centers

Regents examinations may be administered only at official centers within the State of New York. The official centers include (1) all registered secondary schools and (2) other educational institutions which have been given specific approval to administer Regents examinations.

The school principal or chief administrative officer of the examination center is responsible for the enforcement of the regulations for administering Regents examinations.

Subjects

Regents examinations are provided in the subjects listed below. Information concerning the approved program of study in each subject may be obtained from *The Secondary School Curriculum of New York State: A Handbook for Administrators.*

Business subjects

Bookkeeping and accounting II
Business law
Business mathematics

Mathematics

Ninth year mathematics
Tenth year mathematics
Eleventh year mathematics

(continued on next page)

Combination shorthand, typewriting, and transcription
Shorthand II and transcription
Typewriting I

English

Foreign languages

French
German
Hebrew
Italian
Latin
Spanish

Science

Biology
Chemistry
Earth science
Physics

Social studies

Dates of Administration

Each fall, schools are given official notice of the Regents examination schedule for the school year. Examinations in all 21 subjects listed above are offered each year in June, and a limited number of examinations are also offered in January, in March or April, and in August.

1. *January.* The 2-day Regents examination period is scheduled so as to leave at least 3 weekdays at the end of January for school reorganization purposes. Regents examinations are tentatively scheduled to be administered on the following dates:

January 25–26, 1977
January 25–26, 1978
January 25–26, 1979
January 24–25, 1980

2. *March/April.* Examinations in business law, business mathematics, and ninth, tenth, and eleventh year mathematics are offered in late March or early April.

3. *June.* The June examinations are normally scheduled to leave no fewer than 4 and no more than 6 weekdays until the end of June

following the 5-day examination period. Regents examinations are tentatively scheduled to be administered on the following dates:

June 18, 21–24, 1976
June 17, 20–23, 1977
June 19–23, 1978
June 18–22, 1979
June 16–20, 1980

4. *August*. A single day of examinations is scheduled to follow the 31-day period recommended for summer school sessions.

Attendance Records

A school may claim a total of 5 "Regents examination days" for the purposes of administering the June Regents examinations program, 2 days for the January Regents examinations program, and 1 day for the Regents scholarship examination.

For such Regents examination days, each school district in which such examinations are administered may omit the record of attendance for pupils in the grade levels in which these examinations are given on the days designated for the administration of the examinations, for the purpose of computing average daily attendance for State aid. The record of attendance for other grades located in the same buildings may also be omitted if it is necessary to suspend instruction for such other grades in order to provide adequate staff and space for administration of the examinations. In general, school districts are expected to continue regular instruction to the fullest extent possible. Regents examination days shall be counted for the purpose of satisfying the requirement that school districts shall provide 180 days of instruction.

At the present time there is not a heavy demand for the Regents examinations scheduled for the March/April examination date. It is therefore expected that schools will be able to conduct this examination period without interrupting the normal instructional program.

Admission Requirements

All pupils who have studied a subject at an approved school for a period of time not less than that prescribed by the Commissioner shall have the right to be admitted to the Regents examination at such school.

Other persons may be admitted to Regents examinations, for the purpose of demonstrating academic proficiency acquired through independent, out-of-school or other study, at the discretion of the principal of the school administering the examinations. The school administering the examination may require that such candidates provide adequate prior notice, present satisfactory personal identification, and pay a reasonable fee to cover administrative and rating costs. If the candidate is enrolled during the regular school year in an approved high school other than the school in which the examination is to be administered, the written permission of the principal of such other school shall be required.

It is not the intent of the Board of Regents that high school principals automatically accept all who ask to be admitted to Regents examinations. Rather, it is to be expected that local school officials will develop and administer local criteria for admission. Ordinarily, a pupil should be expected to study the subject for the time period prescribed. However, some pupils may satisfy requirements in various ways rather than through class attendance. It is possible that some will meet laboratory requirements through industrial or commercial experiences. If the principal, working within the framework of locally adopted criteria, is satisfied that a candidate has a background equivalent to what would be acquired in class, the principal has the authority to allow the candidate examination privileges. This privilege has special implications for out-of-school youth and adults.

Required Use

Section 3.35 of the Regents Rules relating to apportionments provides in part that schools receiving State aid shall make general use of Regents examinations in the senior high school grades. Nothing in this section, however, prohibits State aid to any school whose courses have been approved and whose examinations are accepted in lieu of Regents examinations.

Regents examinations are designed to measure the achievement of those pupils of average and above average ability who have had instruction based on State courses of study. They are, therefore, not appropriate measures of the achievement of all secondary school pupils. The number of pupils in any one high school who should take Regents examinations will differ according to the needs and abilities of the pupils enrolled in the school and the nature of the

courses offered. In each school *system* considered as a whole, however, it is reasonable to expect that Regents examinations will be administered to at least half the pupils enrolled in a senior high school and that when a pupil has pursued a Regents-type course to its completion, the pupil will take the Regents examination prepared for that course.

Policy Questions

The Regents Examination and Scholarship Center has overall responsibility for general administration of the Regents examinations. However, questions and comments concerning Regents examination policy or procedures having supervisory or curricular impact for the schools should be addressed to the Associate Commissioner for Instructional Services. Examples of such matters would be questions concerning requirements for the State Regents Diploma, admission to Regents examinations, rating of papers, and scheduling of examinations.

Regulations and Procedures for Administering Regents Examinations

This section provides a general summary of the major regulations and procedures governing the administration of Regents examinations. Additional information and further instructions will be found in detail in the *Regents Examination Manual*, copies of which are included in each shipment of Regents examinations.

Order and Receipt of Examination Materials

Regents Examination Orders

Order forms for both examination booklets and scoring keys are mailed to schools well in advance of the January, March/April, and June examination periods. Complete instructions and an examination schedule are enclosed with the order forms. Orders must be returned by the date specified in the instructions.

Order forms for the August examinations are mailed to all approved summer secondary schools. Other schools wishing to administer August Regents examinations should request order forms by

writing to the Bureau of Elementary and Secondary Educational Testing prior to June 30.

Examinations for Visually Handicapped Pupils

Braille and large-type editions are provided for most Regents examinations and may be ordered on the regular order form. The appropriate test booklets and answer sheets will be included in the regular shipment to the school.

Reference Materials

The examinations in chemistry, earth science, physics, and mathematics require the use of special reference tables which will be provided by the Department, and no other reference materials may be used by pupils taking Regents examinations.

Shipment of Booklets and Scoring Keys

Examination booklets are shipped directly to schools so as to arrive a few days prior to the start of the Regents examination period. The booklets are shipped in locked metal boxes, and the padlock keys are sent to the principal by first-class mail.

No scoring keys are included with the examination booklets. Instead, the scoring keys are sent to a regional center for release after the uniform statewide admission deadline for each examination. Schools must arrange to pick up scoring keys from the regional center which they designate on their order forms.

Safeguarding the Examination Materials

The principal must keep the examination materials in a fireproof and burglarproof safe or vault. A locked closet is not adequate. If possible, the materials should be kept in the locked metal box in which they were received. Box keys and vault combinations must be maintained under strict security conditions to preclude access to the examination materials by students and other unauthorized persons. All school building personnel who may receive the Regents examination shipment, either during or after regular school hours, must be informed by the principal concerning the security procedures to be followed.

If a safe or vault is not available in the school, the principal must make arrangements to store the examination materials in the vault of

a bank or in the vault of another school, school district building, or BOCES. If such arrangements cannot be made, it is the responsibility of the principal to notify the Bureau of Elementary and Secondary Educational Testing so the examination materials may be sent to an appropriate storage facility.

Failure to observe these security precautions will result in cancellation of the school's Regents privileges.

Emergency Supplies of Examination Booklets

In January and June, emergency supplies of examination booklets are placed at special depots throughout the State. Outside of New York City, these depots are the regional centers which distribute scoring keys. The emergency depots are designed, as the name implies, for last minute emergencies, when copies can readily be obtained from no other source, and papers will be relased from them only on the day of the examination.

Preparations and Arrangements

Proctors

Each teacher or deputy employed in the conduct of Regents examinations must read with care, prior to the examination date, the appropriate sections of the "Regents Examinations Manual." All proctors shall enforce the regulations in every particular.

Special Examination Arrangments

For pupils who are handicapped, injured, or ill, principals may exercise their discretion to make reasonable special arrangements with respect to the place and conditions of examination. For example, a pupil who is confined because of illness may have the examination administered at the pupil's home or at a hospital by a teacher designated by the principal. Pupils who are unable to read the questions or to write their answers may be permitted to have the questions read to them by a teacher, and they may dictate their answers to a teacher.

The usual procedures for administering Regents examinations may be adjusted to meet individual physical limitations. The 3-hour time limit may be waived. Answer sheets may be modified or improvised. Questions may be omitted and the credits prorated. Pupils may be

granted additional time in which to complete the examination. Prior permission for special administration because of exceptional circumstances need not be obtained from the Department, but a full report of the circumstances should accompany the Regents Examination Report.

Restricted Form of Regents Examinations

For examination periods other than June, certain Regents examinations may be provided in restricted form. In such examinations, each individual question paper is shipped to the school and returned to the Department in its own sealed envelope. The envelope may be opened only by the examinee, and only on the day and hour scheduled. No teacher or proctor may under any circumstances open an examination envelope or read a question paper. All copies of the examination booklets, whether used or unused, are to be returned to the State Education Department. Special directions for administering and scoring are provided with all restricted forms of Regents Examinations.

Answer Paper

Each school is expected to provide pupils examined therein with ruled paper for use where special answer sheets are not provided by the Department. In mathematics examinations, coordinate paper should be provided for the construction of graphs. Appropriate special paper, as required, also should be provided in typewriting, shorthand, and other examinations.

Machine-scorable answer sheets may be used for the objective portions of any Regents examination. Such answer sheets must be provided and scored by the school. Because many Regents examinations do not lend themselves to machine scoring, care must be taken to assure that pupils are not placed at a disadvantage through the use of inappropriate answer sheets.

Conflicts

A pupil desiring to take more than one examination scheduled for the same session may do so, provided the principal is satisfied that the pupil's physical strength is not overtaxed thereby.

Appropriate adjustments may be made by the principal in the time schedule, but due precaution must be exercised to prevent communication between the examinee and other pupils taking the test at the regularly prescribed time. Arrangements should be made for supervised lunch and rest periods.

A pupil may not be allowed more time for an examination than is indicated on the examination paper, solely because of an examination conflict.

Conduct of the Examination

Arrangements should be made in advance to seat pupils so each one will be clearly visible to the proctor at all times, and so there will be the least possible opportunity for any communication whatever among pupils. Alternate seating of pupils is recommended.

Materials Provided by Pupils

Pupils are expected to provide their own pens, pencils, erasers, and rulers. Slide rules may be used in the science examinations and may be used only for checking purposes in the mathematics examinations. Calculators may be used in the science examinations, but they may not be used in the examinations in mathematics or business subjects. Foreign language dictionaries may not be used in any examination.

Time Regulations

The specific hours during which Regents examinations must be administered are indicated on the examination schedules and on the examinations themselves. During the regular school year, examinations will generally be scheduled for 9:15 a.m. or for 1:15 p.m. In August, examinations will generally be scheduled for 8:30 a.m. or for 12:30 p.m. To allow sufficient time for giving directions and distributing examination materials, pupils should be instructed to be in their seats at least 15 minutes before the time specified for starting the examination.

Schools wishing to begin Regents examinations earlier than the specified time may do so at the discretion of the principal. However, regardless of the actual starting time, no pupil shall be permitted

under any circumstances to enter any Regents examination after, nor leave any examination before, the following hours:

Uniform Statewide Admission Deadlines

	Morning Examinations	Afternoon Examinations
January, March/April, June	10:00 a.m.	2:00 p.m.
August	9:15 a.m.	1:15 p.m.

The purpose of this regulation is to remove any possibility of exchange of information among examinees at different examination centers, and strict conformity by all schools is essential.

Aid to Pupils

The pupils who take a Regents examination should be under close supervision at all times during the examination. Pupils must not be permitted to communicate with one another in any way during the examination period. No one under any circumstances shall interpret or explain examination questions to pupils, nor shall anyone criticize or review the answer paper of a pupil while the examination is in progress. In response to inquiries by pupils concerning the meaning or interpretation of examination questions, proctors should advise them to use their own best judgment.

Student Declaration

Each student writing a Regents examination is required to sign the following declaration:

> "I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination, and that I have neither given nor received assistance in answering any of the questions during the examination."

The declaration is printed on each answer sheet or booklet provided by the Department. Examinations lacking a signed declaration cannot be scored.

Emergency Evacuation of a School Building

Evacuation of a school building during a Regents examination may be required because of an emergency, such as a fire alarm or a bomb threat. In any situation in which the safety of the pupils is endangered, the principal has full authority to interrupt the examination immediately. If it is possible, the pupils should be kept under supervision during the emergency. Then, if work can be resumed, the time for the examination should be extended so the pupils will be allowed their full time in the examination. Following the examination, a report of the circumstances should be made to the Department.

Penalty for Fraud

Fraud includes the use of unfair means to pass an examination, giving aid to, or obtaining aid from, another person in any examination, alteration of any Regents credential, and intentional misrepresentation in connection with examinations or credentials. Attention is called to section 225 of the Education Law, which makes fraud in examinations a misdemeanor.

If, in the judgment of the principal, a pupil has been found guilty of committing or of attempting to commit fraud in the examination, the principal shall be authorized to cancel the pupil's examination and to exclude this pupil from any subsequent Regents examination until such time as the pupil has demonstrated by exemplary conduct and citizenship, to the satisfaction of the principal, that the pupil is entitled to restoration of this privilege. When credit is canceled, no score should be entered on the pupil's permanent record.

Before such penalty is applied, the pupil accused of fraud shall be given an opportunity to make satisfactory explanations, including the right to appear before the local board of education, or a person designated by such board, together with the pupil's parents and (if so desired by the parents) an attorney, all of whom shall be given the opportunity to ask questions of the examiners and any other person having direct personal knowledge of the facts. The principal shall report promptly to the Bureau of Elementary and Secondary Educational Testing the name of each student penalized under this regulation, together with a brief description of circumstances and the final action taken.

Rating and Department Review

Rating

The principal is responsible for the rating of all papers written in the school, including papers written by persons admitted to examinations in subjects not regularly taught by the school, papers written by persons not enrolled in the school, and papers written in braille. The primary responsibility for the maintenance of satisfactory standards for rating Regents examinations is placed upon the principal, who shall establish rating and checking procedures that will assure reasonable confidence in the accuracy of the ratings assigned to the examination papers by individual teachers or by committees of teachers.

Rating Guides

Attention is called to the availability of rating guides for Regents examinations in some subject areas. At present, rating guides are available for business subjects, English, mathematics, and social studies.

Passing Mark

The minimum passing mark in Regents examinations shall be 65 percent.

Department Review

At the conclusion of each examination period, the Department asks each school to submit for review both the passing and the failing papers written in certain subjects. In March/April and in August, schools are asked to return papers in all subjects. In January and June, a random sampling procedure is used so that the subjects selected will vary from school to school and from year to year. Under this sampling procedure, every paper written in a school is equally likely to be selected regardless of which papers may have been reviewed in previous years.

Principals are required to make the necessary arrangements to have requested papers shipped promptly to the Department in the Regents box. Only the papers in subjects requested for review should be submitted. All papers not requested to be sent in for Department review must be retained in the school files for at least 1

year. Any or all of these papers may be called for official review during this period.

The Regents examination papers submitted by each school will be very carefully reviewed at the Department by a special group of experienced classroom teachers, under the supervision of the Department staff. Apparent discrepancies or errors in school ratings will be called to the attention of the principal.

When a principal recognizes that an error in rating was made by the school, the principal will naturally wish to correct the rating on the paper and on the school records (except that it is not Department policy that any credential already issued shall be canceled or revoked on that basis). In some cases, after reevaluation of the paper, the principal may decide to assign a rating different from the Department rating. The criterion shall be that the rating finally assigned to the paper shall be a fair and accurate rating of that paper, in the judgment of the principal. There is no formal appeal procedure following Department review. No formal report of the rating finally accepted by the principal need be made to the Department, nor need the papers be returned to the Department. Nevertheless, the Department will always be glad to explain the standards, rating guides, or procedures used by examiners. Questions concerning the rating of papers should be addressed directly to the chief of the appropriate subject bureau.

Recording of Scores

Because the Department does not keep any record of individual Regents examination scores, it is most important that the records maintained by the school be complete and accurate. Any pupil who takes a Regents examination at the scheduled time under proper supervision must have the score entered as a Regents examination score on his *permanent record*, unless the score has been canceled because of fraud.

Conversely, no examination score should be entered as a Regents examination score unless it has been obtained on a Regents examination or an examination prepared or approved for Regents credit by the Department. For example, scores obtained on the *Statewide Achievement Examination in English*, the *Examination in General Chemistry*, or the *Examination in Automotive Mechanics* are not Regents examination scores and must not be recorded as Regents examination scores.

When a pupil who has failed a Regents examination retakes the examination and achieves a passing grade, the local district may elect to record only the higher grade on the pupil's *transcript*. If the pupil should take the examination again to raise the grade but should achieve a lower score, only the highest score need be reported. These decisions should be made in consultation with the pupil, and the pupil's choice of grade for official transcript purposes should be respected whenever possible.

Regents Examination Scores and Course Grades

The Department does not believe that passing a course or graduating from high school should depend entirely on Regents examination results. Regents examinations are intended only as partial measures of achievement. Other measures that might be used in evaluating achievement are classroom recitations, class quizzes, and teacher judgment.

Reports

Regents Examination Report

Every principal who orders Regents examinations must submit a Regents Examination Report. The information required in the Regents Examination Report includes, in addition to the number of Regents examination papers written and the number passing Regents examinations in each subject, the total enrollment in each subject for which a Regents examination is offered. Every Regents examination administered, for whatever purpose, shall be included in the Regents Examination Report. (However, experimental examinations or other examinations administered in lieu of Regents examinations should not be reported as Regents examinations in this report, even if Regents examination credit is allowed.)

The principal must certify on this report that the rules and regulations for administering Regents examinations were faithfully observed.

Deputy and Proctor Certificate

Each deputy and proctor must certify, by individually signing this certificate, that the rules and regulations for administering Regents examinations were faithfully observed.

Score Distribution Report

In order for the Department to prepare tables of percentile equivalents and to compute appropriate statistics for Regents examinations, it is necessary to gather a sample of Regents examination scores. To accomplish this, principals are asked to complete a Score Distribution Report for each subject in which papers are being submitted for Department review.

Evaluation of Regents Examination Questions

One of the main sources for improving Regents examinations over the years has been the evaluations provided by the teachers who use the examinations. The committees of teachers who prepare Regents examinations review and study these evaluations before preparing each new examination. To facilitate the evaluation process, Teacher Evaluation forms are enclosed in each Regents box. These forms should be distributed so that all teachers who use Regents examinations may have the opportunity, if they wish to do so, to comment on the examination.

Interpreting Regents Examination Scores

The Department publishes two types of statistical reports which may be used for interpreting the relative quality of individual Regents examination scores or the relative performance of schools or school districts. They are:

1. *Regents examination statistics.* This report provides a statewide summary of the number of papers written, the percent tested of the number enrolled, and the percent passing in each examination. Statistics for the preceding year are distributed each fall.

This summary can be of considerable value to a school by contributing toward constructive self-evaluation. However, it is well to keep in mind that many factors in addition to the quality of instruction may contribute to the Regents examination record in a specific subject at a specific school. For example, in some schools the established policy with respect to admitting pupils to Regents examinations may differ significantly from average school practice, as indicated by the percent of pupils tested of those enrolled in a subject, which may account in large part for an apparent deviation in that school from the statewide average passing rate. School guidance

practices, environmental influences, home background, and similar factors may also have substantial impact on Regents examination scores. Accordingly, Regents examination statistics for each school must be interpreted in terms of the total school situation.

2. *Percentile equivalents.* A pupil who receives a passing mark in a Regents examination has satisfactorily demonstrated, in the judgment of experienced teachers, that the pupil has achieved the objectives of a State course of study. In addition, a pupil's Regents examination score may be used to indicate relative quality of achievement. To accomplish this purpose, however, it is necessary to have the distribution of Regents examination scores. For comparative purposes, a test score is high or low only in relation to the scores obtained by other pupils. The tables of percentile equivalents indicate the percentile equivalent of each possible score for the Regents examinations administered in June of selected years, thus providing a basis for interpreting the relative quality of Regents examination scores in individual subjects.

Regents Endorsement of Local Diplomas

General Procedure

A local high school diploma may be given Regents endorsement in recognition and in honor of the pupil's outstanding scholastic achievement, as demonstrated by the successful completion of the requirements outlined below. Eligibility for the endorsement will be determined by the principal on the basis of the pupil's record. The diploma may be endorsed at the time of graduation without awaiting the results of Department review of Regents examination papers. The following is a sample endorsement:

Diploma issued with the endorsement of the

BOARD OF REGENTS

on the basis of successful completion of Regents examinations

Schools may issue, if they prefer, a separate Regents diploma. Diploma blanks are furnished by the State Education Department to schools that request them.

Requirements

In order to receive the Regents endorsement, a pupil must complete an approved high school course, including physical education, and must meet the following requirements:

Group 1. Constants

Satisfactory completion of each of the following and the passing of comprehensive Regents examinations in English and in social studies:

English	4 units
Social studies	3 units
Mathematics (may be satisfied by ninth year mathematics, general mathematics, business mathematics, or the equivalent)	1 unit
Science	1 unit
Health	½ unit

Group 2. Sequence

Satisfactory completion of a three-unit sequence in one of the fields named below, with passing of Regents examinations where these are given:[1] agriculture, art, business subjects, foreign languages, homemaking, industrial arts, mathematics, music, science, technical subjects, trade subjects..... 3 units

Group 3. Electives

Certification by the principal to the successful completion of additional approved courses to make a total of 18 units.

Total..... 18 units

Honors Diploma

The words "with honor" may be added to the endorsement if the student has earned an average of at least 90 percent in the Regents examinations required under groups 1 and 2. Regents examination marks in other subjects may not be included. For example, if biol-

[1] Passing of the Regents examination in ninth year mathematics is not required for a sequence in mathematics.

ogy is substituted for general science but is not used to fulfill the group 2 requirements, the Regents examination is not required for the diploma.

For the purposes of computing the average, each Regents mark carries a weight of 1; it is not multiplied by the number of units (e.g., English, 92 percent; social studies, 85 percent; tenth year mathematics, 90 percent; eleventh year mathematics, 93 percent; total 360 divided by 4 = 90 percent).

Reporting and Review

A report of the number of diplomas endorsed during the school year should be submitted each June on a statistical report form provided for this purpose.

Each year the Department will review the issuance of diplomas by the schools. For that purpose, principals of selected schools will be requested to submit evidence of the academic basis upon which the diplomas were issued. This information may be supplied in the form of transcripts, photocopies of school records, worksheets, or other convenient means at the discretion of the principal.

2. REGENTS SCHOLARSHIP AND COLLEGE QUALIFICATION TEST

General Information

The Regents Scholarship and College Qualification Test (RSCQT) is used as a competitive examination in awarding Regents scholarships to high school graduates residing in New York State. In addition, the RSCQT may be offered as one of the required admissions tests for the various units of State University. On a broader scale, the results of the RSCQT are used by guidance counselors to assist high school seniors who are seeking admissions to colleges throughout the State and country.

A new examination is prepared each year and is administered in late September or early October in approved high schools of the State, under the supervision of the high school principals. The answer papers are scored at the State Education Department, and the score reports are sent to the schools in December.

Types of Regents Scholarships

There are three different types of Regents scholarships awarded on the basis of the RSCQT. All scholarships are limited to full-time study in approved programs situated in New York State. No assistance can be received for theological study.

Regents College Scholarship

This is a general college scholarship designed for all high school graduates. There are 18,843 scholarships awarded each year on a county basis, each county receiving a total number of scholarships proportional to the number of high school graduates in that county the previous year. In effect, therefore, there is a separate scholarship competition for students residing in each county of the State. However, if on that basis any high school in the State does not receive at least one scholarship for every 40 graduates, then additional scholarship awards are made to students in such high school in

whatever number may be required to achieve that minimum quota. Each scholarship carries an award of $250 for each year of study and is valid for a maximum of 4 or 5 years, depending on the program. Approved programs generally include college programs, hospital school programs, and college-level programs in trade and business schools.

Regents Professional Education in Nursing Scholarship

This scholarship is intended specifically for students who plan to train to become registered professional nurses. There are 800 scholarships awarded annually on a county basis. As in the case of the Regents College Scholarship, there is a separate competition for each county. Each scholarship carries an award of $250 a year for each year of study in a registered professional nursing course at a college or hospital nursing school. The scholarship is valid for up to 5 years of study, according to the normal length of the program.

Regents Scholarship in Cornell University

This scholarship is for students who plan to attend Cornell University. The scholarships are tuition-reducing grants and are applicable at any of the colleges and subdivisions of Cornell University. Each scholarship entitles the recipient to tuition reduction equivalent to from $100 to $1,000 a year, according to financial need, for no more than 5 years of study leading to the baccalaureate degree. In recent years, the practice has been to award one scholarship in each senatorial district in the State, making a total of 60 such scholarships awarded each year. Students who apply for the Cornell Scholarship must file with Cornell University the usual application required of all candidates for admission to Cornell.

Eligibility to Compete for Scholarships

A candidate shall be eligible to compete for the Regents College Scholarship, the Regents Professional Education in Nursing Scholarship, and the Regents Scholarship in Cornell University:

1. Who is a resident of the State of New York and has been such a resident for a period of at least 12 months preceding the beginning of the term for which the award becomes effective.

2. *Who takes* the Regents Scholarship and College Qualification Test.

3. *Who has not previously* taken any Regents scholarship examination. However, a person who has previously taken a Regents scholarship examination and has been unable to complete an approved 4-year high school course because of illness or other reason acceptable to the commissioner shall be eligible to compete again, if otherwise eligible.

4. *Who, by the end of the school year* in which the examination is administered, shall have completed an approved 4-year high school course, study of which was entered upon within 6 years of the effective date of the scholarship. This requirement may be waived by the commissioner if satisfactory reasons are presented.

5. *Who is a pupil* in an approved secondary school on the date of the examination. However, a candidate shall also be eligible to compete who, on the date of the examination, is enrolled in a program approved for the scholarship (or, if not so enrolled, has been prevented from enrolling in an approved program for reasons acceptable to the commissioner), provided he has been a pupil in an approved secondary school for the term immediately preceding the date of the examination and he meets one of the following additional requirements:

a. Has completed an approved 4-year high school course in less than 4 years.

b. Has been accepted for postsecondary admission under a special acceleration program without having completed an approved 4-year high school course.

c. Has previously been unable to compete for the scholarship for reasons satisfactory to the commissioner. Such reasons shall include illness on the date of the examination, administrative error, attendance at a secondary school not located in New York State, etc. In no case shall a person be admitted to the scholarship examination after having completed one year or more of college study, or more than one year after such person's normal examination date.

Description of the Test

The RSCQT is divided into two parts, Part 1 to be administered in the morning and Part 2 in the afternoon. All candidates must take both parts.

Part 1 is a test of general scholastic aptitude. It contains questions intended to measure ability to think clearly and accurately. Candidates are required to demonstrate capacity to perceive relationships, to reason logically, and to solve problems. These questions are not directly related to the subject matter of courses studied but depend rather upon general capacity to undertake college-level work successfully. Part 2 is a test of subject matter achievement and is directly related to courses studied in high school.

To provide a general picture of the scope of the RSCQT, the subtests are indicated below, together with the approximate number of questions and credits assigned to each. Each question is worth one credit.

Part 1: General scholastic aptitude		150
Same-opposite	30	
Verbal analogy	40	
Sentence completion	30	
Arithmetic reasoning	50	
Part 2: Subject matter achievement		150
English	40	
Social studies	40	
Art and music	10	
Science (general science and biology)	30	
Mathematics (through 10th year mathematics)	30	
Total		300

For illustrative questions, see the information handbook for candidates, *Opening the Door to College Study*.

Application Procedure

Who Should Apply for the Test?

All eligible high school pupils with college aspirations should apply to take the RSCQT. No pupil who is a bona fide candidate for a Regents scholarship may, for disciplinary reasons or because of past academic record, be deprived of the right to compete in the examination.

Even though the RSCQT is administered only in approved high schools in New York State, pupils who are not enrolled in such approved schools, but are otherwise eligible, may compete in the examination. It is their responsibility to make the necessary arrangements with the principal of an approved school, who may admit such pupils at the discretion and convenience of the principal.

Directions for Completing the Application

Every pupil admitted to the RSCQT is required to complete and file an application for the examination. In general, these applications should be completed by pupils prior to the examination. However, pupils who for some reason have not completed an application prior to the examination may complete the application on the day of the examination. No pupil should be barred from the examination because of failure to complete an application.

Each application bears an identification number, which the pupil must write on the examination papers. Pupils should be cautioned to safeguard the identification tabs and bring them to the examination. Pupils should also be cautioned to keep the identification tabs for future reference. For example, candidates for admission to State University will wish to indicate this number on their State University application form.

Pupils may apply for as many different scholarships as they wish, provided they meet the eligibility requirements. Candidates must indicate clearly on the application each scholarship for which they wish to be considered. While requests by pupils to be added to a specific competition at a later date will be considered, pupils should realize that they may lose an opportunity for an award in the meantime.

It is very important that each application be carefully checked by the school to make sure that each candidate provides all the information required on the application and submits whatever additional affidavits and documents are necessary. In any case where a special waiver of the requirements for a scholarship is requested, the principal must file with the application a written request for a waiver, giving a full explanation. If serious illness is the basis for requesting the waiver, a physician's certificate should accompany this request. Waivers need not be requested from the Department prior to the examination.

Information Handbook for Candidates

Opening the Door to College Study provides detailed information for candidates about the types and amounts of financial assistance for college study provided by New York State, the eligibility requirements, the application procedure, and the examination. Copies of this publication, revised annually, are provided to schools in time for distribution to all candidates early in September. Candidates will find this handbook helpful in developing college plans and should be encouraged to discuss its contents with their parents. They may keep the handbook for permanent reference.

Ordering Materials

Each March, principals of approved high schools in New York State are requested to order, on forms provided at that time, all materials for the examination scheduled for the following fall.

Application blanks, copies of the candidate information bulletin *Opening the Door to College Study*, and other test materials are shipped to registered schools on or about September 1 of each year. Complete instructions for completing the applications and for administering the examination accompany the materials.

Principals are requested to limit orders to a reasonable estimate of the number of pupils who will actually be tested in their schools. Because the RSCQT is a restricted (confidential) examination, extra copies may not be ordered for inspection purposes.

Administering the Test

The regulations and procedures for administering the RSCQT are generally comparable to those for administering Regents examinations. However, there are important differences, due particularly to the competitive nature of the examination. The question booklet must be held secure at all times, after the examination as well as before. This means that all question booklets, both used and unused, must be returned to the Department immediately following the examination and that only scholarship candidates may be permitted access to the content of the booklets during the examination.

Copies of the RSCQT *Administration Manual* are distributed prior to each examination period. This manual contains detailed instructions for administering the examination, including instructions to be read verbatim to candidates. Each principal and proctor is required to read the examination manual and to become thoroughly familiar with the examination procedure well in advance of the examination date.

If administrative difficulties due to testing large numbers of candidates preclude continuation of regular classroom instruction for other pupils in the school, the scholarship examination day may be counted as a Regents examination day in computing the required number of days of instruction for State aid purposes.[1]

Dates of Administration

The Regents Scholarship and College Qualification Test is tentatively scheduled to be administered on the following dates:

(Appropriate confirmation of the final date each year will be made by the Department as early as possible during the preceding school year.)

Wednesday, September 29, 1976
Thursday, October 6, 1977
Wednesday, September 27, 1978
Wednesday, September 26, 1979
Wednesday, September 24, 1980

Notification of Test Results

In early December, a tentative list of scholarship winners and alternates is published. This list is subject to verification of residence, citizenship, and other eligibility requirements. In addition, each candidate receives an individual score report which indicates total raw test score and percentile rank, a composite school score report listing the candidates in alphabetical order, and also a set of gummed labels for entering scores on individual student permanent rec-

[1] In addition to the 2 Regents days allowed in January and the 5 days allowed in June, an extra day may be claimed for the Regents Scholarship and College Qualification Test in October.

ord cards. Such early report of the examination results should be of general value to the school and to the candidates for college guidance purposes.

In February, following verification of eligibility, scholarship winners are mailed their official scholarship certificates, along with full information concerning their privileges, benefits, and responsibilities under the scholarship program.

Scholarship winners who do not plan to enroll in a program of study in an institution for which the scholarship is approved are requested to decline the scholarship as soon as their plans are definite. A declined scholarship is reawarded promptly to the highest ranking alternate in the appropriate competition. Under the law, a declined scholarship may not be reawarded if the previous holder has already begun college study, or after the end of the first semester for which the scholarship was granted. In effect, therefore, all alternate lists are canceled and further reawards are discontinued after the first term of college study has elapsed.

Responsibility for mailing scholarship payments during the term of the award is assigned by law to the New York State Higher Education Services Corporation, an independent governmental agency established by the Legislature to coordinate the processing and payment of all scholarships, grants, and loans provided by the State. The names of the scholarship winners are reported by the State Education Department to the Higher Education Services Corporation, which will contact each scholarship winner for such additional information as will be necessary to process scholarship and other payments, and will issue appropriate certificates of entitlement to scholarship holders for each semester of college study.

Maintaining Eligibility To Receive a Scholarship Award

High School Graduation Requirement

Award of a Regents scholarship is contingent upon graduation from high school the following June, unless the student is prevented from graduating because of illness or other exceptional circumstances acceptable to the commissioner.

Students who do not graduate in June because of illness may qualify for the scholarship if they graduate in August. If the school has established special requirements for graduation, students who do not meet such special requirements by June will nevertheless be permit-

ted to retain the scholarship if, in June, they satisfy the minimum requirements for graduation from a high school in New York State and if they are subsequently graduated by the school in August. In any case, if the student does not graduate in August, the scholarship must be reawarded to an alternate. Such students may request permission to participate again in the scholarship competition the following year if they are otherwise eligible.

If a student is unable to satisfy in June even the minimum requirements for graduation from a high school in New York State because of *academic failure*, the scholarship must be revoked immediately, and the student will not be eligible to compete again for a Regents scholarship.

Residence Requirement

In order to receive Regents scholarship benefits, either as an original scholarship winner or as an alternate, students must continue to maintain bona fide residence in New York State. Students are presumed to have the residence of the parents unless they demonstrate an independent legal residence in New York State. If a student becomes a resident of another state, and the scholarship has already been awarded, it must be revoked. If the student is an alternate, the student will no longer be eligible to receive a reaward.

Approved Programs

Regents scholarships are valid only for attendance in an approved program at a postsecondary institution in New York State.

If the holder of a Regents scholarship enrolls at an institution outside of the State or in a nonapproved program in New York State, the scholarship must be revoked. A leave of absence may not be granted for purposes of out-of-State study unless the student is matriculated for a degree at a college in New York State and has the permission of that college to enroll for special study leading to his return and graduation from that college. The scholarship holder may not attend an institution outside the State while on leave of absence granted for some other reason. Further, if a candidate on the alternate list begins study at a college outside New York State, such candidate relinquishes all rights to be considered for any reaward that may subsequently become available. *It is important that all alternates be cautioned by their advisors that attendance at an out-of-State institution or in a nonapproved program will cancel their right to a scholarship reaward.*

3. OPTIONAL STATE HIGH SCHOOL ACHIEVEMENT EXAMINATIONS

Each year the State Education Department publishes a number of other high school achievement examinations that are similar to Regents examinations in some respects and different in others. Like Regents examinations, they provide schools with a basis for evaluating the quality of the instruction and learning that has taken place, and they interpret major learning goals.

Unlike Regents examinations, however, the use of these high school examinations is completely optional. Although a 65 percent pass mark is recommended for some of these examinations, schools are free to adjust scores or establish a different pass mark when local conditions warrant. Scores need not be recorded on the pupil's permanent record, and there is no Department review of local rating. Except for the typewriting and shorthand competency tests, the examinations are offered once each year, in June.

Statewide Achievement Examinations

Statewide achievement examinations are designed for those pupils whose needs, abilities, and interests make the Regents examinations inappropriate. While Regents examinations are intended for pupils with average and above-average scholastic ability, statewide achievement examinations are intended for pupils who pursue programs that are commonly referred to as "non-Regents" programs. Thus, the statewide achievement examinations may not be used to satisfy the Group 1 requirements for a Regents diploma.

Subjects

Statewide achievement examinations are currently available in two subjects, English and social studies.

Administration Schedule

Each of the statewide achievement examinations is scheduled to be administered at the same time in June as the Regents examina-

tion in that subject. However, the examination in English contains material to be read to the pupils by the teacher, and this material should be given to the teacher for study and review one hour before the scheduled starting time. The statewide achievement examination in English also contains a subtest (speaking question) which requires an evaluation prior to the administration of the written examination. Instructions for administering and rating this speaking question are forwarded in advance of the examination period to all schools ordering this test.

Ordering Information

These examinations are listed on the Examination Order Form (DET 501) sent to all examination centers in late January. Braille and large-type editions are available.

Examinations in General Biology, Chemistry, and Physics

The examinations in general biology, general chemistry, and general physics are based upon State courses of study prepared to meet the needs of those nonscience majors who would benefit from a senior high school course in biology, chemistry, or physics. Credit earned in these courses may not be used to satisfy the Group 2 (sequence) requirements for a Regents diploma.

Administration Schedule

Each of the examinations is scheduled to be administered at the same time in June as the corresponding Regents examination.

Ordering Information

These examinations are listed on the Examination Order Form (DET 501) sent to all examination centers in late January. Braille and large-type editions are available.

Examinations in Trade and Technical Subjects

Comprehensive examinations in a number of trade and technical subjects are available to high schools and BOCES offering occupational programs.

Subjects

New examinations are prepared in some subjects every year and in others on a rotating basis, according to need, every two, three or four years. The subjects are listed below:

Trade Subjects

Appliance Repair
Automotive Body Repair
Automotive Mechanics
Aviation Maintenance Technician
Building Industries Occupations
Carpentry
Cosmetology
Machine Shop Practice
Mechanical Trade Drafting
Printing
Radio and Television Repair
Trade Electricity and Indus. Electronics

Technical Subjects

Architectural Drafting and Building Construction
Industrial Chemistry
Instrumentation and Control Systems
Mechanical Design and Construction
Structural Design and Drafting
Technical Electricity and Electronics

Administration Schedule

The trade examinations may be administered at any time in June, but the technical examinations must be administered at a designated time during Regents week.

Ordering Information

Order forms for these examinations are sent to all high schools and BOCES offering occupational programs in trade and technical subjects.

Competency Tests in Typewriting and Shorthand

To help teachers individualize instruction in typewriting and shorthand, the State Education Department provides a series of competency tests in each of these subjects. The tests are criterion-referenced in the sense that they are directly related to specific instructional objectives. They are designed to be administered immediately after students have completed work on the objectives measured by a particular test. Three forms of each test are provided so that students who do not pass a test may receive further instruction and practice and then be retested with an alternate form.

Typewriting

Five levels of competency tests in typewriting are provided. Students who pass the tests for the first three levels may be granted Regents credit for typewriting. This means that a student who successfully completes the Typewriting I course may use the unit of credit in a Regents diploma sequence without having to pass the Regents examination. However, students wishing to have a Regents examination score in Typewriting I must take the Regents examination.

Shorthand

Fifteen levels of competency tests in shorthand are provided. The tests are available on an experimental basis and cannot be used in place of a Regents examination to satisfy the Regents diploma sequence requirement.

Ordering Information

Order forms for these examinations are sent to all high schools and area occupational centers offering typewriting and/or shorthand.

4. BASIC COMPETENCY TESTS

Description of the Tests

Basic Competency tests are provided in five subject areas: (1) reading, (2) mathematics, (3) practical sciences and health, (4) civics and citizenship, and (5) writing skills. The tests are designed to measure the minimum skills and capabilities that adults must have in order to function adequately in modern society. They are composed of criterion-referenced items and are developed independently of norms or grade levels. Except for the writing skills test, each test contains 40–50 multiple choice questions. A passing mark in each of these tests will be an additional statewide requirement for receiving a high school diploma. All other State and local requirements remain in effect.

Testing Schedule

The tests are administered at specifically established times statewide during the January and June Regents examination periods.

Pupils to be Tested

It is recommended that schools schedule the initial administration of these tests each year at the ninth grade level. Although the tests are measures of adult skills, schools should administer the tests at an early point in the high school program, so they will have adequate opportunity to develop special programs to meet the needs of pupils who are unable to demonstrate mastery of the skills and capabilities measured by the tests.

Administration Procedures

In general, the test administration procedures follow those for Regents examinations. Administrations are scheduled on a uniform date and at a uniform time. Materials are shipped in accordance with school orders, and must be stored under standard security conditions. New tests are provided for each administration. Pupils who fail to achieve satisfactory scores in the initial test administration may retake the tests as often as necessary on subsequent testing dates.

Time Limits

The recommended working time for each test is one hour. Slower-working pupils, however, may be given as much additional time as necessary to answer as many questions as they are capable of answering.

Rating

The rating of the tests is a local responsibility. For tests with multiple choice type questions, the usual Regents-type answer sheet will be provided, attached to the test booklets. Hand-scoring answer keys will also be provided. Schools may substitute their own machine scorable answer sheets, however, if they prefer to have the tests scored by machine.

Passing Score

The passing score on each test is 65%.

Pupils with Handicapping Conditions

Copies of the tests in large-type and braille are available, upon special request, for pupils with visual handicaps. For pupils with other physical handicaps, schools may make the same types of adjustments as would be appropriate for Regents examinations. At the discretion of the school, special education pupils may be excused from taking the tests, but it will not be possible to waive the high school diploma requirement.

5. NEW YORK STATE STANDARDIZED TESTS

Standardized tests are prepared and published by the State Education Department to help schools evaluate and improve their educational programs. The reading and mathematics tests for grades 3, 6 and 9 are reserved for use in the Pupil Evaluation Program and are described in that section of this handbook. In addition to these tests, however, standardized tests in Science, Grade 6; in Mathematics, Grades 7 and 8; and in Physical Fitness, Grades 4–12 are available to all schools in the State at no charge.

Ordering Information

Order forms for the standardized tests described below are distributed to schools annually in the spring. Orders should be returned to the Bureau of Pupil Testing and Advisory Services prior to July 1 to obtain delivery by September 1.

Science Test for New York State Elementary Schools — Beginning Grade 6

Test Description

This test measures knowledge, understanding, and skills in science and yields part scores in each of these areas as well as a total score. All items are multiple choice, and pupils mark their answers on a separate answer sheet. Some questions call for knowledge of basic scientific facts and concepts; others deal with the understanding and application of scientific principles; and others require the application of the processes inherent in the elementary science program, such as the interpretation of graphs and tables and the drawing of conclusions from given information. Percentile rank and achievement level norms based on fall testing are provided.

Working time: 58 minutes.

Two forms are available — C and D.

Test Materials

- Test booklet
- IBM 805 answer sheet
- IBM 1230 answer sheet
- Digitek answer sheet
- IBM 805 scoring stencil (may be used for hand scoring)
- Manual of directions (includes norms)
- Class record sheet

New York State Test in Mathematics Grades 7 and 8

Test Description

This test measures concepts, skills, and problem solving and yields part scores in each of these areas as well as a total score. The test contains 80 multiple-choice questions based directly on the New York State course of study in mathematics for grades 7 and 8, published in 1967. Emphasis is placed on understanding of concepts, including sets and geometry, as well as on skills in computation and in solving verbal problems. Pupils mark their answers on a separate answer sheet. Statewide percentile rank and achievement level norms based on end-of-year testing in grades 7 and 8 are provided. The test is available in a Spanish-language edition.

Working time: 60 minutes.

Only Form C is available.

Test Materials

- Test booklet
- IBM 805 answer sheet
- IBM 1230 answer sheet
- Digitek answer sheet
- IBM 805 scoring stencil (may be used for hand scoring)
- Manual of directions (includes norms)
- Class record sheet

New York State Physical Fitness Test (Long Form)

Test Description

This test is designed to measure the status and progress in physical fitness of boys and girls in grades 4 through 12. It consists of seven performance-type items measuring posture, accuracy, strength, agility, speed, balance, and endurance. The test provides seven part scores indicating relative strengths and weaknesses in these seven basic components of physical fitness, and two total scores — one with the posture component and one without the posture component.

It will take each pupil from 10 to 15 minutes of actual testing time to complete all seven test items. Junior and senior high school pupils may be able to perform most of the items on a self-testing basis under the general supervision of one teacher, with pairs of pupils alternating as scorers and performers. Elementary school pupils will require more immediate supervision as they carry out the required testing procedures. In general, one period will be needed for pupil orientation, another for posture rating, two or three periods for administration of the other six test items, and perhaps one period for interpretation of the test results.

Percentile rank and achievement level norms are provided separately for boys and girls at the beginning of the year for each of grades 4 through 12.

Only one form is available.

Test Materials

- Pupil score card
- Cumulative record form
- Class record sheet
- Teacher's manual

New York State Physical Fitness Screening Test

Test Description

As does the longer test, the screening test employs performance-type items and is appropriate for boys and girls in grades 4 through 12. It evaluates four of the seven components tested in the longer battery—agility, strength, speed, and endurance. It can be adminis-

tered to a regular class of physical education pupils in about 30 minutes. Separate norms are provided for boys and for girls in each of grades 4 through 12.

Only one form is available.

Test Materials

- Pupil score card
- Cumulative record form
- Class record sheet
- Teacher's manual

6. PUPIL EVALUATION PROGRAM

The Pupil Evaluation Program (PEP) is a fall testing program required of all pupils in grades 3 and 6 in the public and nonpublic schools in New York State. Tests for pupils in Grade 9 are also available for schools that wish to use them on an optional basis. The tests used in the program are standardized reading and mathematics achievement tests developed and published by the State Education Department and based on New York State courses of study. Complete details on program administration, and interpretation, analysis, and use of test results are provided in the Pupil Evaluation Program *School Administrator's Manual*. Copies may be obtained from the Bureau of Pupil Testing and Advisory Services.

Purposes

The Pupil Evaluation Program was designed to serve two major purposes, as a direct outgrowth of the Elementary and Secondary Education Act of 1965:

(1) To help identify and locate priority target groups of low-achieving pupils in need of compensatory education, as a guide for the approval of programs and the allocation of funds, and

(2) To provide a useful baseline for evaluating the effectiveness of compensatory programs.

While the program continues to serve these primary purposes, the test results can effectively serve a variety of other important functions at both the State and local levels. As an information system, the Pupil Evaluation Program provides an annual school-by-school inventory of pupil achievement in reading and in mathematics. Classroom teachers will of course find the test results helpful in planning instruction. For school administrators, the results can provide valuable clues as to what priorities need to be established, how available resources can best be allocated, and what new resources may be needed.

The use of test results in educational planning and administration is not new to those school districts in the State that have well-developed districtwide testing programs. Schools, as they should, use a variety of different tests administered at different times and at different grade levels to meet their own special needs. However, it is technically impossible to equate the results of these different tests and forms into one meaningful, uniform statewide scale. Every school in the State is therefore required to administer the Pupil Evaluation Program tests to every eligible pupil in grades 3 and 6. Only in this way can the program serve its primary purposes as a statewide product evaluation and continuous inventory system.

Program Administration

The individual PEP tests and their features are listed in the accompanying chart. Administration of the tests and the reporting of scores according to established procedures is the responsibility of the chief school administrator. Though many phases of program administration can be delegated to building principals, some type of centralized control is required for coordinating the flow of test materials and reports to and from the State Education Department and for assuring uniformity of procedures.

In general, the State Education Department sends order forms for test materials, one for each school building, to the chief school administrator. The administrator distributes these order forms to the schools, to be filled out and returned to the central office for forwarding to the Department. The Department ships the test materials and the score report forms directly to schools according to directions on the order forms. Schools administer and score the tests, fill out the score report forms, and forward them to the central office. When the score reports for all schools in the district are in and complete, the central office forwards them to the Department.

Pupil Evaluation Program Tests

Grade	Name of Test	No. of Questions	Testing Time in Minutes	Type of Scoring
3	New York State Test in Reading—Beginning Grade 3 — Form C	50	45	Hand or Machine
3	Mathematics Test for New York State Elementary Schools — Beginning Grade 3 — Form C	60	50	Hand or Machine
	Pt. 1. Concepts	(26)	(20)	
	Pt. 2. Computation	(16)	(12)	
	Pt. 3. Problem Solving	(18)	(18)	
6	New York State Test in Reading—Beginning Grade 6—Form C	50	50	Hand or Machine
6	Mathematics Test for New York State Elementary Schools—Beginning Grade 6—Form C	67	60	Hand or Machine
	Pt. 1. Concepts	(27)	(20)	
	Pt. 2. Computation	(20)	(20)	
	Pt. 3. Problem Solving	(20)	(20)	
9	New York State Test in Reading—Beginning Grade 9—Form A	50	50	Hand or Machine
9	New York State Test in Mathematics—Beginning Grade 9—Form A	80	60	Hand or Machine
	Pt. 1. Concepts	(32)	(18)	
	Pt. 2. Skills	(24)	(16)	
	Pt. 3. Problem Solving	(24)	(26)	

Notes:

1. For grade 3, two types of machine-scorable booklets are available: MRC and NCS. For both types, the reading and mathematics tests are contained in one test booklet.
2. For grades 6 and 9, five types of answer sheets are available: IBM 805, IBM 1230, Digitek, MRC, and NCS. IBM 805 answer sheets may be either hand or machine scored; a scoring stencil is provided. All other types of answer sheets are designed for machine scoring only.
3. Mathematics tests for grades 3, 6, and 9 are available in a Spanish-language edition, which is a direct translation from the English edition.
4. All tests are available in large-type and Braille editions.

Test Security

The tests used in the program are reused without change for a period of years. Because of the emphasis on providing baseline data and continuity of test results, new tests are provided only when warranted by changes in curricular emphasis in instructional programs. Therefore, the same level of test security should be strictly maintained for the Pupil Evaluation Program tests as for other standardized tests. Each chief school administrator is responsible for maintaining test security and providing the district with formal test policy guidelines.

Dates of Administration

All Pupil Evaluation Program tests are to be administered during the 2-week period starting the fourth Monday after Labor Day. The actual administration dates through 1980 are as follows:

October 3–14, 1977
October 2–13, 1978
October 1–12, 1979
September 29–October 10, 1980

The test administration dates are set to begin 3 weeks after the opening of schools in most upstate and Long Island communities. Because test performance is significantly related to school attendance, schools should generally and consistently choose a date during this 2-week period that is between 15 and 25 days after the start of formal classroom instruction. Any schools in which the pupils will not have had 15 days of instruction by the end of the 2-week test administration period will be granted permission to administer the tests during the following week.

Adherence to the scheduled testing dates is of utmost importance. If the test results for the pupils in a school are to be interpreted on the basis of the test norms, and if comparisons of test performance are to be made from one year to the next, all pupils must be tested within the same 2-week period. Otherwise, actual changes in reading and mathematics achievement will be obscured by changes in test performance caused by differences in times of administration.

Pupils to be Tested

All pupils enrolled in grades 3 and 6 in all public and nonpublic schools must be tested, except as noted below. In ungraded classes, all pupils of equivalent ages must be included in the testing. Pupils who are absent on the date of testing should be tested as soon as feasible.

1. *Exempted Pupils (all tests).* Pupils with special mental or physical handicapping conditions, including those in CRMD classes and those with severe hearing or sight handicaps, impairing brain damage or birth defects, or serious emotional maladjustments, may be exempted from taking any Pupil Evaluation Program tests. However, large-type and braille editions of the tests are available for visually handicapped pupils, and should be used where appropriate.

2. *(a) Non-English-Speaking Pupils: Reading Tests.* Pupils who do not have sufficient mastery of the English language to be able to comprehend the directions or read the test questions should not be tested.

(b) Non-English-Speaking Pupils: Mathematics Tests. For Spanish-speaking pupils, the grades 3, 6, and 9 mathematics tests are available in Spanish-language editions. Scores achieved by these pupils should be included in the report of mathematics test results just as if the English edition had been given. Other non-English-speaking pupils who do not have sufficient mastery of the English language to be able to comprehend the directions or read the mathematics test questions should not be tested.

Reporting Test Scores to the Department

For the results of the tests to be of maximum use during the current school year, the tests should be scored promptly and the report forms returned to the State Education Department by December 15 at the latest. If this is not possible, the Bureau of Pupil Testing and Advisory Services should be informed as to when the reports will be submitted and the reason for the delay.

Reports Provided Schools and School Systems

Schools prepare frequency distributions of the scores of their pupils and report these distributions to the State Education Department on Optical Scanning report forms. The distributions of scores are processed by computer, and several reports which summarize the results in conveniently interpretable form are returned to each school and central office. A copy of each report is kept on file in the State Education Department, and in addition, the Department prepares a statewide annual summary report which highlights trends and needs in various types of schools and communities throughout the State.

The reports sent to schools and school system central offices are listed in the table below. Following the table is a brief description of each report.

Name of Report	Distribution
1. School Testing Report A. School Summary Table B. Total Score Distribution Tables	Copies to both the school and the central office
2. Five-Year Summary Report	Copies to both the school and the central office
3. Five-or-More School Buildings Report	Copy to central office only
4. Performance Indicators in Education (PIE) Report	Copy to central office only

School Testing Report

A. *School Summary Table.* This table shows the number of pupils tested in the school, the median raw score for the school in each test and subtest, and the corresponding statewide percentile ranks of these medians. For public schools only, the table gives the raw score medians and the statewide percentile ranks for the school system. In addition, for each test and subtest, the table contains the statewide percentile ranks for the previous year's median scores of

pupils in selected reference groups. (All percentile ranks are based on the 1966 baseline year norm population.)

B. Total Score Distribution Tables. These tables report the cumulative percent of pupils in the school (and, for public schools, the cumulative percent in the system) at each of the nine successive levels of achievement or stanines established in 1966. Scores at achievement levels 1 through 3 indicate below-average achievement, 4 through 6 average achievement, and 7 through 9 above-average achievement. The Statewide Reference Point for each test, established for the purpose of identifying priority target groups of low-achieving pupils, is the score that represents the cut-off between levels 3 and 4 in 1966, which was the 23rd percentile in that year. The Statewide Reference Point on a test remains the same raw score every year. There is a separate table for each grade and test; e.g., third-grade reading, third-grade mathematics, sixth-grade reading, etc. Each table also provides raw score medians, means and standard deviations, and comparable information for the previous year for selected referenced groups.

Five-Year Summary Report

A Five-Year Summary for a school or system includes the number of pupils tested, percentile ranks of part and total median raw scores, and percents of pupils in achievement level groupings 1–3, 4–6, and 7–9 for each test for the five most recent years.

Five-or-More School Buildings Report

Each public school system consisting of five or more school buildings with grades 3 and/or 6 is sent a report which includes the number of pupils tested, percentile ranks of part and total median raw scores, and percents of pupils in achievement level groupings 1–3, 4–6, and 7–9 for each school building in the system for the current year.

Performance Indicators in Education Report

The Performance Indicators in Education (PIE) Report provides each school system with "predicted" or "expected" mean scores on the various PEP tests, based solely on a number of nonschool community characteristics that have been found to be generally related to academic achievement. The advantage of such "predicted" scores

for purposes of evaluating actual test performance is that they provide each school system with a norm that has been adjusted to the unique characteristics of its own community. In effect, each school system can compare its performance on the PEP tests with the average performance of those other school systems in the State that have similar nonschool community characteristics.

Release of School Test Scores

The State Education Department, as a matter of policy, does not make a general release of individual school or school district data. Only statewide and area summaries are published. All requests from public information media or from parents for individual school test data are referred to the local principal or superintendent on the basis that only persons thoroughly acquainted with the local school situation are in a position to provide the interpretation necessary to make the data meaningful.

Nevertheless, it must be borne in mind that all test data on file in the State Education Department relating to schools, whether public or private, are public records, by law. If a person requesting such information can demonstrate that such data are not otherwise reasonably available to him, the Department has no option but to make its files available for inspection. In such event, the Department will, of course, make every effort to explain the limitations of the data and the cautions that should be observed in interpreting them, and to notify the school district that the information has been made available. Usually, individual school district test results do not become part of the Department data file until at least 8 weeks after the testing reports have been sent to the school district.

Under these circumstances, school officials will recognize the advantage of planning for the proper distribution and utilization of test results within their own school districts as soon as they are received. An interpretative report of school or school system test results, summarizing significant outcomes and calling attention to unfulfilled pupil needs, can give direction and meaning to the efforts of the school staff. It can also provide school board members, parents, and other residents of the community with a sound, objective basis for understanding school program needs. The State norms, reference group results, achievement levels, and statewide reference points in the school reports facilitate analysis and interpretation and aid in the preparation of such a report.

7. CONTINUING EDUCATION TESTS

Minimum competence reading and arithmetic tests, developed by the State Education Department, are available for use in basic continuing education programs. These tests are specially designed for use with adults. They provide a basis for certifying minimum competence standards in adult programs, for placing adults in classes appropriate to their reading level, for measuring individual and class progress, for identifying individual adult special needs, and for evaluating the effectiveness of instruction and program.

New York State Minimum Competence Reading Test for Adults

Test Description

This test consists of a series of brief reading passages, each followed by a number of multiple choice questions designed to measure an adult's ability to read a paragraph and understand it. The reading passages contain material of interest to adults in four general areas—social studies, science and technology, literature, and the arts. The 40 questions measure the ability to recognize the central thought in the passage, to answer questions based on specific statements in the passage, to make inferences from the content of the passage, and to interpret the meaning of a word from its context.

A raw score of 26 on this test has been established by the Bureau of Basic Continuing Education as the standard required to certify minimum reading competence in its programs. This standard assumes that adults should be able to read at a competence level surpassing at least the lowest 15 percent of public and nonpublic school pupils completing the eighth grade. Approximately 85 percent of all pupils completing the eighth grade in New York State would obtain raw scores of 26 or higher on this test. Percentile rank norms based on the performance of eighth grade pupils are also provided.

Working time: 40 minutes.

Forms: Two forms—A and B. 56

Test Materials

- Test Booklet (Form A and Form B)
- IBM 805 Answer Sheet (Hand Scorable)
- Scoring Stencil (Hand and Machine)
- Manual of Directions

Ordering Information

Materials are available to New York State schools free of charge. Materials may be requested at any time from the Bureau of Basic Continuing Education of the State Education Department.

New York State Minimum Competence Arithmetic Test for Adults

Test Description

This test contains 53 multiple choice questions specifically designed to measure an adult's ability to apply fundamental operations in solving simple arithmetic problems. Some questions also measure understanding of basic concepts in arithmetic.

A raw score of 25 on this test has been set by the Bureau of Basic Continuing Education as the standard required to certify minimum arithmetic competence in its programs. This standard, as that for the reading test, assumes that adults should develop competence surpassing at least the lowest 15 percent of pupils completing the eighth grade. Percentile rank norms based on the performance of eighth grade pupils are also provided.

Working time: 90 minutes.

Form: A, only.

Test Materials

- Test Booklet (Form A)
- IBM 805 Answer Sheet (Hand Scorable)
- Scoring Stencil (Hand and Machine)
- Manual of Directions

Ordering Information

Materials are available to New York State schools free of charge. Materials may be requested at any time from the Bureau of Basic Continuing Education of the State Education Department.

8. HIGH SCHOOL EQUIVALENCY TESTING PROGRAM

Purpose

The New York State High School Equivalency Testing Program offers adult residents of New York State who have not completed their high school education in the regular manner an opportunity to obtain the legal equivalent of a high school diploma. Those who pass the Equivalency examinations are issued a State High School Equivalency diploma by the State Education Department.

The Equivalency diploma is generally accepted by industry government, and colleges as meeting the high school graduation requirement for employment and for college admission. Therefore, it is of special value to people who have not graduated from high school who wish to qualify for additional employment opportunities, for promotion, or for admission to college or other postsecondary training.

Local school authorities may not, except as part of a planned experimental program with prior written approval by the Commissioner, issue local school diplomas or grant credits on the basis of scores earned on the High School Equivalency examinations.

Description of the Equivalency Examinations

The Equivalency examinations used in New York State (and in most other states and the United States Armed Forces) are the tests of General Educational Development (GED tests) of the American Council on Education. There are five tests in the battery. Candidates are allowed 2 hours to complete each test. The administration of the total battery is usually divided into one 4-hour and one 6-hour session on 2 successive days or evenings. The tests are objective and measure the subjects and skills described:

Test 1: Effectiveness and Correctness of Expression

Emphasis in this test is on ability to use correct spelling, punctuation, capitalization, and grammar. Consideration also is given to abil-

ity to choose the best word or phrases and to organize ideas in clear, well-balanced sentences.

Test 2: Interpretation of Reading Material in the Social Studies

This test measures ability to read with understanding and to critically evaluate reading selections concerning social, political, economic, and cultural problems and issues. Since ability to evaluate depends on a person's background in a field, the test indirectly measures the individual's understanding and knowledge of the social studies.

Test 3: Interpretation of Reading Material in the Natural Sciences

This test places a special emphasis on scientific vocabulary and ability to pay close attention to detail and to reason logically. It consists of a selection of passages from the field of natural sciences at the high school level and a number of questions testing a person's ability to comprehend and interpret the content of each passage.

Test 4: Interpretation of Literary Materials

This test includes a selection of passages, both prose and verse. The questions based on these passages emphasize knowledge and special abilities not frequently needed in ordinary reading, such as the ability to interpret figures of speech, to cope with unusual sentence structure and word meanings, to recognize mood and purpose, and to understand literary terms.

Test 5: General Mathematical Ability

This test measures knowledge of mathematical principles and the ability to apply these principles through the performance of mathematical operations and manipulations. Topics which may be covered include ratio, percent, decimals, fractions, symbols, interpretation of graphs and tables, scale drawings, and units of measurement. Some questions are based on techniques taught in elementary algebra and plane geometry. The test may also include one or two questions based on the concepts of modern mathematics.

Examination Centers

The equivalency examinations are administered throughout the year in official testing centers cooperatively established and operated by the State Education Department and local school authorities. Depending on demand, tests are scheduled in some centers on a weekly or monthly basis and in others only once every 3 or 4 months. Candidates may take the examinations at any center with testing dates and location convenient to them.

A list of center locations is given below:

Albany
Auburn
Batavia
Bellmore
Belmont
Binghamton
Brentwood
Buffalo (2 centers)
Dunkirk
Ellicottville
Elmira
Freeport
Geneva
Glen Cove
Glens Falls
Gloversville
Great Neck
Hempstead
Hornell
Huntington
Indian Lake
Ithaca
Jamestown
Kingston
Lockport
Malone
Mexico
Middletown
Mount Morris
New York City (23 centers)
Newburgh
Niagara Falls
North Greece
Nyack
Olean
Oneonta
Patchogue
Plattsburgh
Port Jefferson
Potsdam
Poughkeepsie
Riverhead
Rochester
Saranac Lake
Schenectady
Syracuse
Ticonderoga
Tioga Center
Troy
Utica
Valhalla
Watertown
Westbury
White Plains
Yonkers
Yorktown Heights

The names and addresses of the chief examiners at each of the testing centers and the scheduled testing dates are listed in the *High School Equivalency Program Testing Schedule*. Copies of these schedules are revised annually and distributed to all high schools in September. Copies of the *High School Equivalency Program Handbook*, containing details about the program and an application form, are also provided all schools at the same time for distribution to candidates. Additional copies of the Schedule and the Handbook are available any time from the Equivalency Testing Program Office of the State Education Department.

Minimum Qualifications for Issuance of Diplomas

To qualify for the High School Equivalency diploma issued by the New York State Education Department, a candidate must achieve *both* (a) a standard score of at least 35 on each of the five tests, and (b) a total standard score of at least 225 on all five tests combined. (Standard scores for these tests are based on the actual performance of high school graduates selected from a representative sample of schools throughout the United States.)

As an alternative, however, candidates may qualify for a High School Equivalency diploma upon submission of evidence of having successfully completed study of at least 24 credits, or the equivalent, as a recognized candidate for a college-level degree or certificate at an approved institution.

Eligibility Requirements

To be eligible to make application for a High School Equivalency diploma, a person must be at least 19 years old and must have been a permanent or temporary resident of New York State for at least one month.

The minimum age requirement is 17 years for persons who:

(1) have not been regularly enrolled students in a full-time high school program of instruction for a period of at least one year, or were members of a high school class which has graduated; or

(2) are residents of a narcotic addiction control center, or inmates of a correctional facility, or patients in a hospital, in an institution in New York State, and the head of such institution certifies that the diploma would constitute an essential element of the rehabilitation program.

In addition, applications will be accepted from persons who do not meet the minimum age requirement but who require a transcript of test scores in connection with an application for admission to a post-secondary institution, or an application for enlistment in the military. Upon written request by the appropriate admissions officer or recruiting officer, the candidate will be admitted to the examinations and a transcript of test scores will be provided. However, no diploma can be issued until the candidate reaches the required minimum age.

Spanish-Language Equivalency Examinations

Spanish-language High School Equivalency examinations are available at the option of the candidate. Persons who achieve the minimum required scores in these examinations are issued the same New York State High School Equivalency diploma issued to other candidates. The Spanish-language examinations are not a translation of the English-language examinations. Rather, they are special examinations based on the curriculum of secondary schools in Puerto Rico, and the minimum standard scores required are based on the achievement of graduates from Puerto Rican high schools.

Application Procedure

Each person applying for the High School Equivalency diploma must submit an application form, a copy of which is included in the Information Handbook. The Handbook, application forms, and information are available from several sources: the High School Equivalency Program Office in the State Education Department, chief examiners at test centers, high schools, and other appropriate educational agencies. There is no fee charged for issuance of the diploma, or for administration of the tests at a New York State center.

Applicants for Testing at a New York State Center

Applicants who wish to take the equivalency examinations at a New York State testing center mail their completed applications directly to the chief examiner at the testing center which has testing dates and a location most convenient for them. The chief examiner notifies each applicant by mail of the exact time and place for taking the tests. When reporting to the testing center, the applicant must

establish proof of identity. In addition, applicants are fingerprinted at each examination session, for identification purposes.

Applicants With Scores From Out-of-State Testing Centers

Applicants who have already taken an approved form of the equivalency examinations, either while in the Armed Forces or at another accredited testing center, and have obtained passing scores, do not need to take the examinations again. To receive the diploma, they must file an application directly with the High School Equivalency Program Office in the State Education Department and arrange for the original testing agency (or its score reporting agency) to forward an official transcript to the Equivalency Program Office. If their scores are confirmed as passing, and they are otherwise eligible, they are issued the diploma.

Applicants for Diplomas Based on College Credit

Candidates who have earned 24 college credits as a recognized candidate for a college-level degree or certificate may obtain a State High School Equivalency diploma without having to take the equivalency examination. Such candidates should write directly to the High School Equivalency Office for the special application forms required for that purpose.

Special Arrangements for Testing Candidates

Directors of continuing education and others conducting preparation classes for groups of potential candidates are urged to have their students file applications well in advance of the dates on which they wish to be tested. This will insure that the applicants are scheduled for testing soon after classes are completed. A note should be attached to each application specifying the desired testing date and requesting that the applicant not be scheduled prior to that time. If several applications are sent in together, a single note will suffice. All applications, however, are processed in the order in which they are received. Requests on behalf of groups will not be given preference over individuals who have applied prior to the date a group request is made.

Any candidate who may have difficulty taking the equivalency examinations because of a severe physical handicap should notify the

chief examiner of the testing center chosen and make prior arrangements for any special factors that must be considered.

If a candidate wishes to be tested at a center other than the one to which the application was sent, the candidate should address a stamped envelope to the new center and mail the envelope to the examiner of the original testing center, requesting that the application papers be forwarded to the new center. In such a case, there may be a slight delay in scheduling the applicant for a testing date.

Examinations for Visually Handicapped Candidates

Special large-type editions of the examinations are available for partially sighted persons. Braille and tape-recorded editions are available for blind candidates. These editions are not regularly stocked in the examination centers and chief examiners must file special orders for them. Therefore, candidates who need to use any of these editions must notify the chief examiners of their needs well in advance of the testing date so that examiners can procure the appropriate materials.

Reports of Test Results

All candidates are sent a report of their scores, usually 4 to 6 weeks after they have taken the tests. Successful candidates also receive their diplomas along with their score reports. Transcripts of scores are automatically sent to the agencies whose requests are attached to the application. Additional transcripts will be mailed to other agencies upon request of the applicant.

Retesting

Applicants may take the tests more than once. However, a period of at least 2 months must elapse between testing periods. The procedure for applying for each retesting is the same as for the original testing. It is expected, though it is not mandatory, that an applicant for retesting will have undertaken additional study or preparation before retaking the tests. A different form of the tests is used each time an applicant is tested.

On a retesting, a candidate may retake all five tests or, if the candidate prefers, only one or two of the tests need be repeated. For diploma purposes, the candidate may offer for each of the five required tests the highest score ever achieved by the candidate on that test.

Regents Endorsement of High School Equivalency Diploma

A person who has earned a New York State High School Equivalency diploma may obtain Regents endorsement of his diploma by meeting each of these requirements:

1. passing the Regents *Comprehensive Examination in English*
2. passing the Regents *Comprehensive Examination in Social Studies*
3. demonstrating satisfactory achievement in a three-unit elective sequence selected from the following: agriculture, art, business subjects, foreign languages, homemaking, industrial arts, mathematics, music, science, and trade and technical subjects. In some subjects, such as Spanish, this requirement may be met by passing a single Regents examination. In other subjects, such as industrial arts, this requirement may be met only by satisfactorily completing a three-unit sequence of classwork in an approved secondary school. Questions concerning approved sequences and methods of demonstrating competence should be referred to a high school principal or counselor or to the Bureau of Elementary and Secondary Educational Testing, the State Education Department, Albany, New York 12234.

Applications for Regents Endorsement of a High School Equivalency diploma may be obtained upon request from the Bureau of Elementary and Secondary Educational Testing.

Regular High School Credit for Military Service Experiences

Local high schools have the authority to grant regular credit for a variety of military service experiences. It is possible that a person who left high school in the junior or senior year may be granted

enough additional credit to be eligible for a regular diploma without taking additional courses or examinations. For current information, schools may write to the Bureau of Secondary School Supervision in the State Education Department and request a policy statement on granting high school credit for military service experiences.

Preparation and Study Materials for Equivalency Examinations

Candidates are not required to take any courses or to prepare themselves in any way for the equivalency examinations. Many schools offer special high school equivalency preparation courses in their continuing education or other programs, however, to help candidates improve their reading skills and their general background in the subjects covered by the examinations. Directors and instructors of such programs may obtain helpful information and guidance by writing to the Bureau of General Continuing Education in the State Education Department.

In addition, the Bureau of General Education Curriculum Development of the State Education Department has developed handbooks designed to assist *instructors* of high school equivalency preparation classes. One handbook describes and outlines the total scope of the equivalency instructional program. It is *High School Equivalency, Part I: Theory and Design of the Program.* The other handbooks deal with topics covered by the five subtests comprising the examination. They are: *High School Equivalency: English language; . . . Mathematics; . . . Science;* and *Developing High School Equivalency Reading Skills.* These handbooks are published for use in schools in New York State, and free copies are available to personnel of New York State schools, public or private, when ordered by a school administrator.

9. TEST ADVISORY SERVICE

The goal of the modern school is to help each pupil achieve maximum growth and development. To attain this goal, frequent measures of each pupil's abilities, readiness levels, rates of progress, and achievements are necessary. Schools must therefore design and develop tests and testing programs best suited to meet their individual needs and purposes in relation to their local problems and conditions.

What tests are available for what purposes? How valid are these tests? What types of norms and standards are available? How should the test scores be interpreted? How can the results of the testing program be put to better use? How can new programs and new curriculum be effectively evaluated? These questions are typical of those confronting each school concerned with evaluating the efficiency and effectiveness with which it is achieving its educational objectives.

To help schools obtain answers to such questions, the Bureau of Pupil Testing and Advisory Services offers a consulting service which makes technical advice and assistance available to those schools that request it. The Bureau can provide detailed information on such important features of standardized tests as content, level of difficulty, publisher, administration and scoring procedures, and types of norms and other interpretative aids. The Bureau also provides advisory services in respect to the use and interpretation of State-prepared tests, the availability and use of criterion-referenced tests, and the development and use of districtwide, school and classroom tests.

As resource materials, the Bureau maintains an up-to-date collection of measurement books and periodicals, test publisher catalogs, and test bibliographies, as well as an extensive library of published tests of achievement, aptitude, intelligence and interest. In addition, to help schools develop their own tests and improve their standardized testing programs, the Bureau provides a manual, *Improving the Classroom Test*, and a standardized test loan packet service.

Manual: Improving the Classroom Test

The purpose of this manual is to help teachers write better tests. It provides the basic principles that can serve as practical and helpful guides in evaluating and improving school and classroom tests. Suggestions are presented for preparing test questions of different types: essay, completion, true-false, multiple choice, matching. Examples of good questions and poor questions are offered. Helpful hints are provided for handling the mechanical features of the test—how the test is printed and arranged, what instructions are given to the pupils, and how the test is to be scored. A checklist is presented of the salient points to keep in mind when preparing a test.

The manual does not attempt to provide a magic formula for making test writing a painless procedure. Constructing a good test is always a demanding task, challenging the best creative effort and professional judgment of the teacher. It is hoped, however, that a summary of current best thinking in the area of test construction, presented in convenient form for ready reference, will give teachers the basic information they need to improve the quality of the tests they construct.

No consideration is given to the curricular implications of locally prepared tests, vital as they are. The special concern of this manual is not "what to test," but rather "how to test."

Copies of this manual are available from the Bureau of Pupil Testing and Advisory Services free of charge to schools and educators, upon request.

Test Loan Packet

Within a single area of measurement there are many standardized tests, each with its own special features, capable of making unique contributions of information about pupils. For this reason the Bureau of Pupil Testing and Advisory Services, through cooperation of the test publishers, has assembled loan packets of representative standardized tests, classified by purpose and by grade range. The number of tests that can be included in any one packet is necessarily limited, but they are selected to give a view of the breadth and scope of the tests of different types available. Such packets should be helpful to schools in determining the particular tests most appropriate for their special purposes and needs. They have been found to be especially useful when used in connection with teacher-testing

committee meetings, workshops, and inservice training courses.

Below is a list of the loan packets available at each grade level, together with the packet code numbers. (Intelligence tests appropriate for use in grades 7 through 9, for example, are found in packet No. 3.) Loan packets may be borrowed by writing to the Bureau of Pupil Testing and Advisory Services. Usually no more than four test packets may be borrowed during a 3-week loan period; however, schools may make special arrangements to suit their own plans and schedules.

Index of Test Loan Packets

Measurement Area	Packet Code Number			
	Grades K–3	Grades 4–6	Grades 7–9	Grades 10–12
ACHIEVEMENT				
General Batteries	15	16	17	18
Social Studies	—	—	19	19
English	—	—	21	21
Foreign Languages	—	—	22	22
Health and Physical Fitness	—	23	23	23
Mathematics:				
Arithmetic and Mathematics	24	24	25	25
Alg., Geom., Trig., and Calculus	—	—	26	26
Reading:				
Achievement	29	30	31	32
Diagnostic	28	28	28	28
Science	—	—	33	34
Study Skills	—	—	5	5
APTITUDE				
General Multifactor Batteries	—	—	7	7
Algebra and Geometry	—	—	8	8
Clerical and Stenographic	—	—	9	9
Foreign Languages	—	—	10	10
Mechanical	—	—	12	12
INTELLIGENCE	1	2	3	4
INTEREST	—	—	6	6
READINESS	35	—	—	—